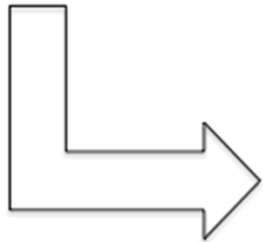# Progress Monitoring for Tier 2 and 3 Interventions
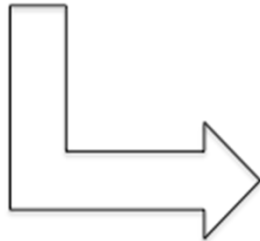
AIM^2 Procedures

Assessing
  (1) Match to intervention
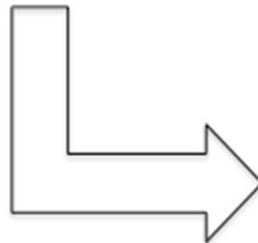 (2) Select progress monitoring tool and gather baseline data

Implementing
  (1) Identify implementers
  (2) Review intervention scripts and key components
  (3) Actively implement the intervention

Monitoring
  (1) Gather progress monitoring data on an ongoing basis
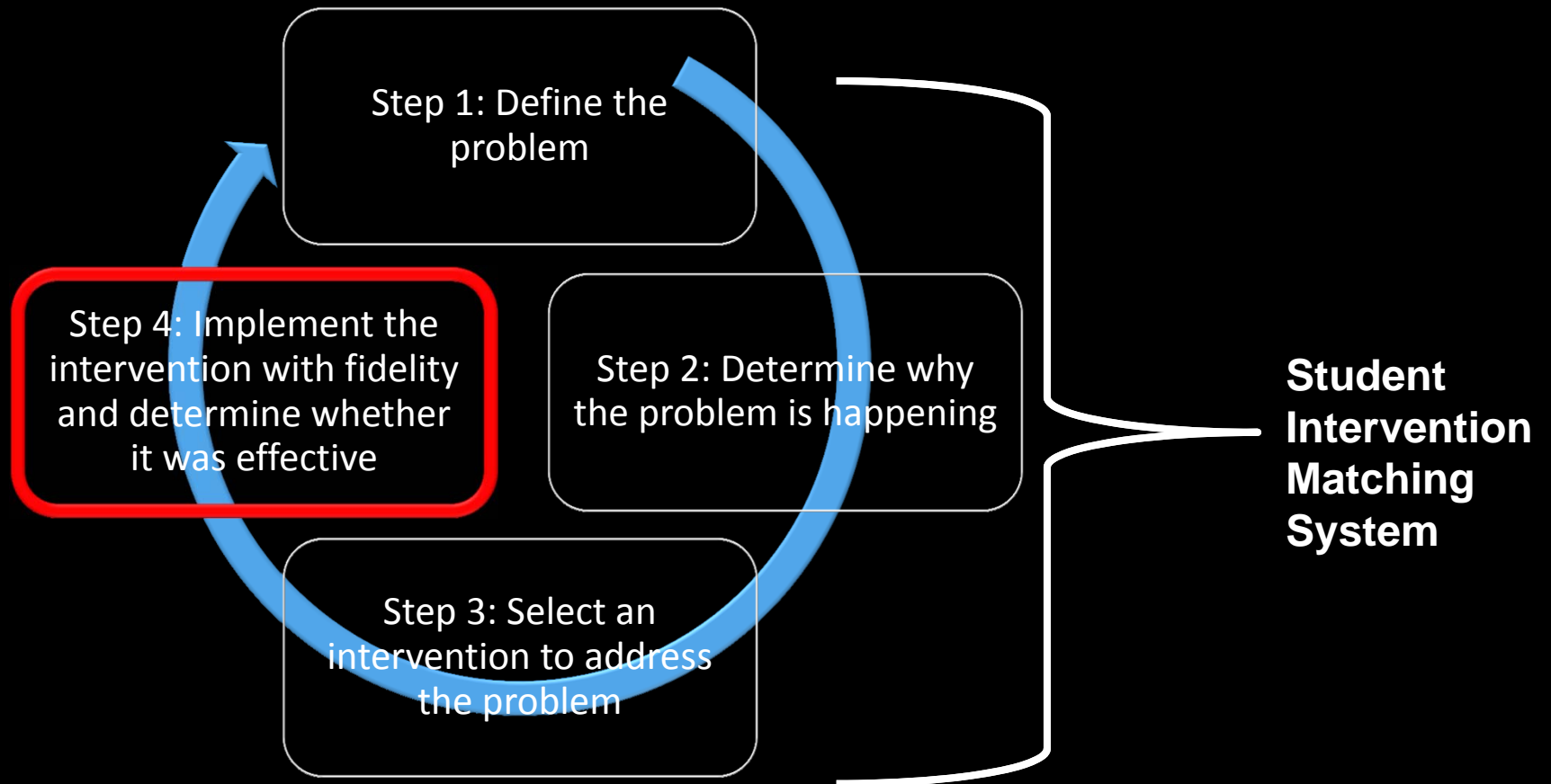 (2) Monitor fidelity of implementation
  (3) Input data in

Meeting
  (1) Convene team to review data
  (2) Distribute graphed progress monitoring data
  (3) Make a data-driven decision (improve fidelity, maintain, modify, intensify, or lessen/fade intervention

Problem-Solving Process

Step 1: Define the problem

Step 2: Determine why the problem is happening

Step 3: Select an intervention to address the problem

Step 4: Implement the intervention with fidelity and determine whether it was effective

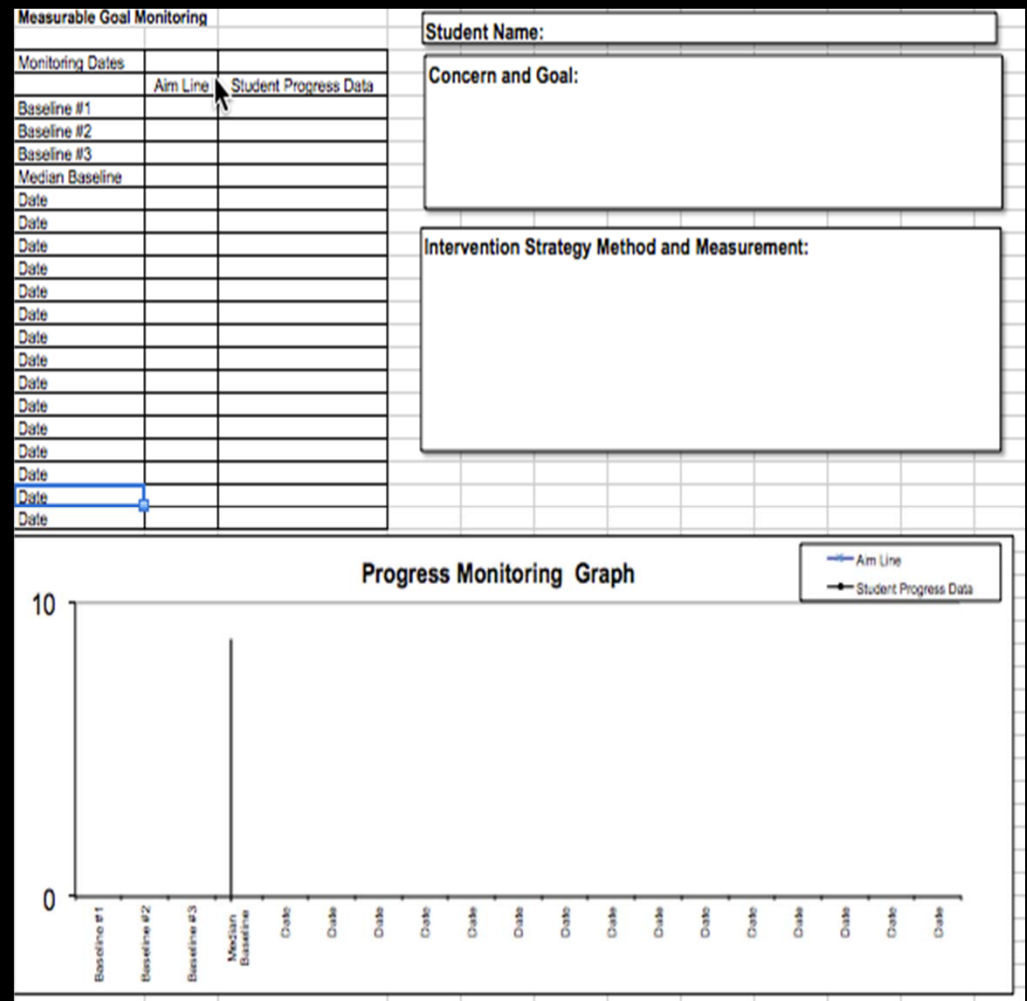**Student Intervention Matching System**

Steps to Progress Monitoring

1. Assign person to be responsible for gathering and organizing the PM data
2. Select tool and gather baseline data
3. Collect the PM data on a weekly basis
4. Input it into a data management system
5. Generate a graph after a minimum of three data points have been collected
6. Team evaluates graph to make a data-based decision

Why is it critical to select a tool to gather baseline data prior to implementing the intervention?
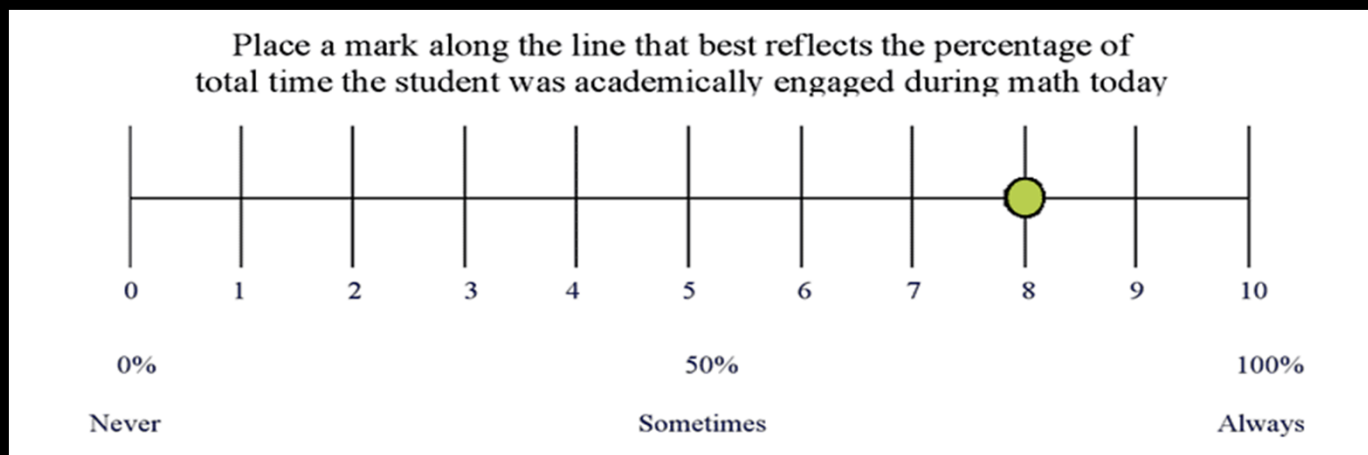
Selecting a Tool and Gathering Baseline Data

- Tools
  - Direct behavior rating
  - Brief behavior rating forms
  - Point sheets
  - Existing data
    - Office referrals
    - Attendance

Measurable Goal Monitoring				Student Name:
Monitoring Dates	Aim Line	Student Progress Data		Concern and Goal:
Baseline #1				
Baseline #2				
Baseline #3				
Median Baseline				
Date				Intervention Strategy Method and Measurement:
Date				
Date				
Date				
Date				
Date				
Date				
Date				
Date				
Date				
Date				
Date				
Date				

Progress Monitoring Graph

Direct Behavior Rating

- Brief and valid
- Behaviors are explicitly defined and measure captures a key dimension of behavior (frequency, duration, intensity)
- Ratings are pre-set so students and adults can easily monitor behavior
- DBR is defensible, flexible, repeatable, and efficient

Direct Behavior Rating Scale Example:

Place a mark along the line that best reflects the percentage of total time the student was academically engaged during math today

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

0% 50% 100%

Never Sometimes Always

http://dbr.education.uconn.edu/

Existing Data

- Definition:
  - Data sources that already exist within the setting ("permanent products)

- Advantages:
  - Already available
  - Highly contextually relevant
  - Natural occurrence can reduce/limit reactivity

(Adapted from Chafouleas, Riley-Tillman, & Sugai, 2007)

Existing data

- Examples:

  - Office discipline referrals (ODRs)

  - Attendance and tardy records

  - Suspension/expulsion data

  - Data from existing behavior management plans (e.g., token economy)

(Adapted from Chafouleas, Riley-Tillman, & Sugai, 2007)

What is an ODR?

- "an event in which (a) a student engaged in a behavior that violated a rule/social norm in the school, (b) a problem behavior was observed by a member of the school staff, and (c) the event resulted in a consequence delivered by administrative staff who produced a permanent (written) produce defining the whole event"
(Sugai, Horner, & Walker, 2000, p. 96)

(Adapted from Chafouleas, Riley-Tillman, & Sugai, 2007)

CMSD OFFICE REFERRAL FORM

Student Name_____ Date____/____/____

Time_____a.m. / p.m.   Grade: K 1 2 3 4 5 6 7 8

Location: ___Cafeteria   ___ Hallway   ___Classroom   ___ Library
___Bathroom   ___Music   ___Gym   ___ other

Others involved: None   Staff   Teacher   Substitute   Other

If peers were involved, list them: _____

Referring Staff:_____

Problem Behavior	Possible Motivation	Action Taken in Classroom
Minor: Classroom Infractions		
☐ Inappropriate Verbal Language	☐ Obtain Peer Attention	☐ Loss of Privilege/Points
☐ Physical Contact	☐ Obtain Adult Attention	☐ Conference with Student
☐ Defiance/Disrespect/Non-compliance		
☐ Disruption	☐ To Obtain Items/ Activities	☐ Parent Contact
☐ Lying/ cheating		☐ Individualized Instruction
☐ Dress Code Violation	☐ Avoid Adult	
☐ Classroom Transition Tardy		☐ Detention
☐ Other_____	☐ Avoid Peer(s)	
		☐ Mediation
Major: Administrative Referral	☐ Avoid Task or Activity	
☐ Abusive /Inappropriate Language		☐ Restitution
☐ Fighting /Physical Aggression	☐ Avoid Work	
☐ Defiance/Disrespect/Noncompliance		☐ Time out
☐ Harassment /Bullying	☐ Unclear/Don't Know	
☐ Flagrant Disruption		☐ Shuffle
☐ Skip Class /Truancy	☐ Unknown Motivation	
☐ Property Damage		☐ Other (i.e. Contracting)
☐ Forgery /Theft	☐ Other Motivation	
☐ Use /Possession __Tobacco __Alcohol __ Drugs		
☐ Vandalism		
☐ Bomb Threat/ False Alarm	**Additional Comments:**	
☐ Arson		
☐ Use/ Possession of Weapons		
☐ Other Behavior_____		
☐ Unknown Behavior		

Point Sheet

- Point sheet is used to award points to the student for exhibiting particular target behaviors
- Positively stated behaviors are identified and incorporated into the point sheet
  - e.g., Safe, respectful and responsible
- Specific time intervals to deliver points are selected (e.g., every 30 minutes, every period, or two times daily)

Behavior Education Program (BEP)
Daily Progress Report

A- Day   B-Day

Name:_____   Date:_____

Teachers: Please indicate Yes (2), So-So (1), or No (0) regarding the student's achievement for the following goals.

Goals	1/5			2/6			3/7			HR			4/8		
Be respectful	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Be responsible	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Keep Hands and Feet to Self	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Follow Directions	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Be There – Be Ready	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
TOTAL POINTS															
TEACHER INITIALS															

BEP Daily Goal /   50   BEP Daily Score   /50

In training_____   BEP Member_____   _____
                                                  Student signature

Teacher comments: Please state briefly any specific behaviors or achievements that demonstrate the student's progress. (If additional space is required, please attach a note and indicate so below.)

Period 1/5_____

Period 2/6_____

Period 3/7_____

Home Room_____

Period 4/8_____

Parent/Caregiver Signature: _____

Parent/Caregiver Comments: _____

Brief Behavior Rating Scales

- Abbreviated rating scales that contain change sensitive items and assess particular domains of a student's emotional and behavioral functioning

- Select the brief behavior rating scale(s) that represent the main areas of concern for the student
  - Social skills
  - Depressive behaviors
  - Anxious behaviors
  - Disruptive/inattentive behaviors
  - Aggressive behaviors

Aggressive/Disruptive Behavior

Brief Behavior Rating Progress Monitoring Scale

Student Name:_____   Rater Name:_____   Date:_____

Circle: Baseline Phase (Tier 1) OR Intervention Phase (Tier 2 or Tier 3)

DIRECTIONS:

- BASELINE PHASE RATINGS: Ratings completed during the Baseline Phase are intended to reflect the student's behavior in the *absence* of an intervention. Simply reflect on the student's behavior as best as you can and circle the response that most accurately captures the frequency of the student's behavior as it relates to each item. Baseline ratings are important to evaluate the student's response to an intervention.

- INTERVENTION PHASE RATINGS: Your ratings during this phase are intended to reflect the student's behavior since the intervention was implemented. It is important to not to let the student's past behaviors or reputation prior to the intervention being implemented influence your ratings. Each rating you completed is intended to represent the student's behavior during the period of time from last rating to this rating.

ITEMS	Never	Rarely	Sometimes	Often	Almost Always
Threatened to hurt or harm another student	0	1	2	3	4
Was physically aggressive toward peers	0	1	2	3	4
Bullied other students	0	1	2	3	4
Instigated peers by teasing or calling them names	0	1	2	3	4
Challenged your or other teachers' authority	0	1	2	3	4
Was reprimanded for bad classroom behavior	0	1	2	3	4
Argued with classmates	0	1	2	3	4
When corrected, argued or became upset	0	1	2	3	4
TOTALS					

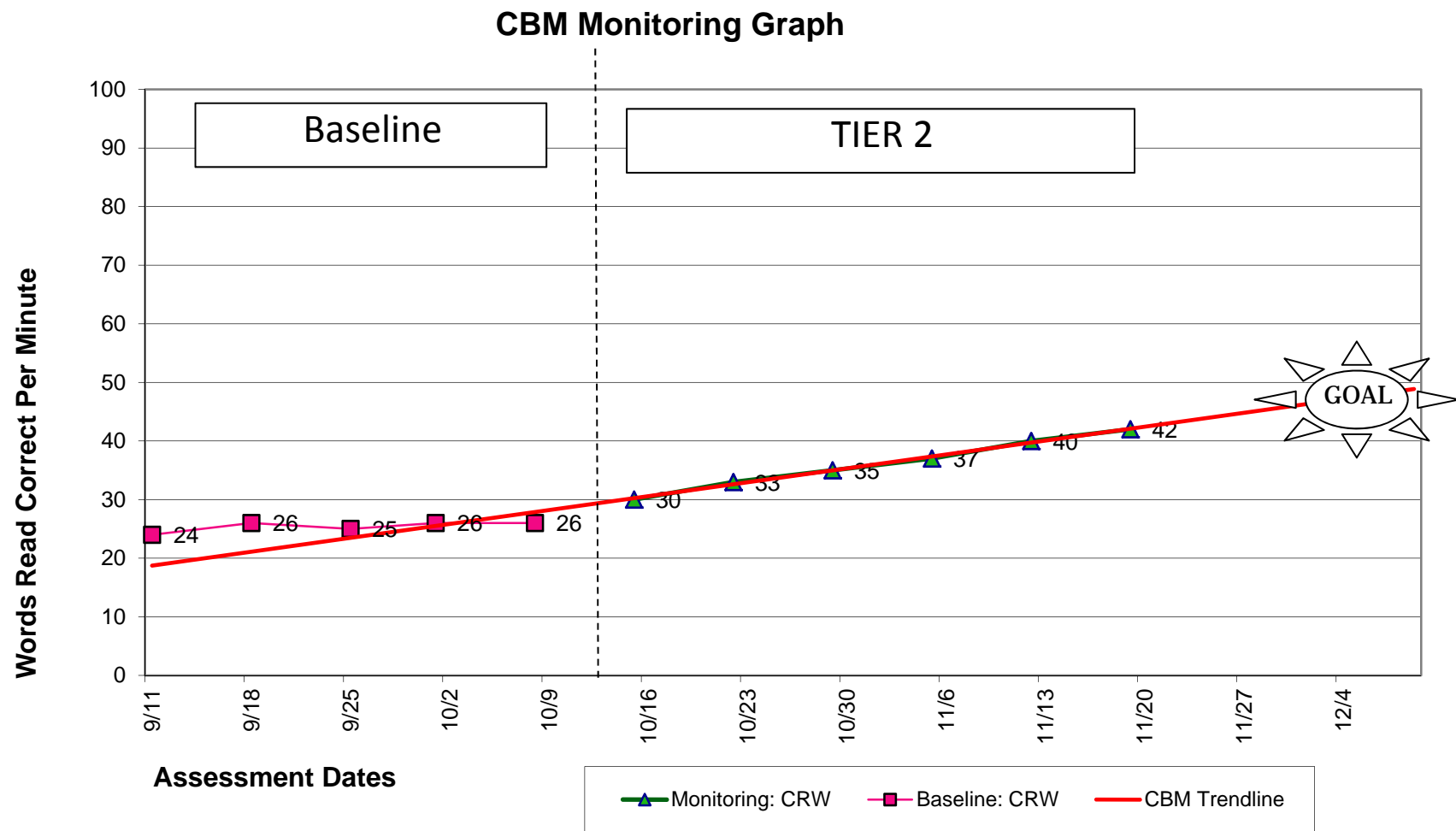# Progress Monitoring Graph

CBM Monitoring Graph

CBM Monitoring Graph
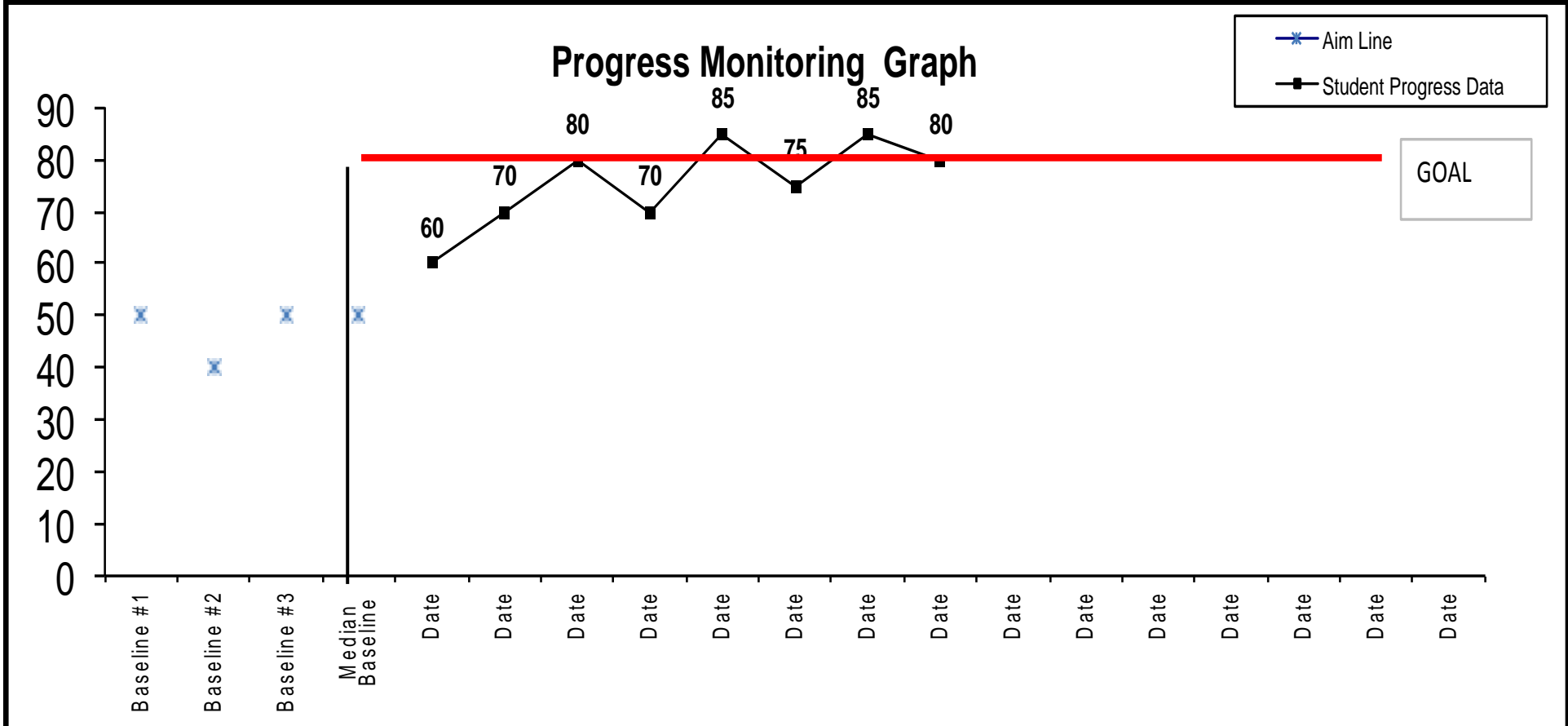
CBM Monitoring Graph
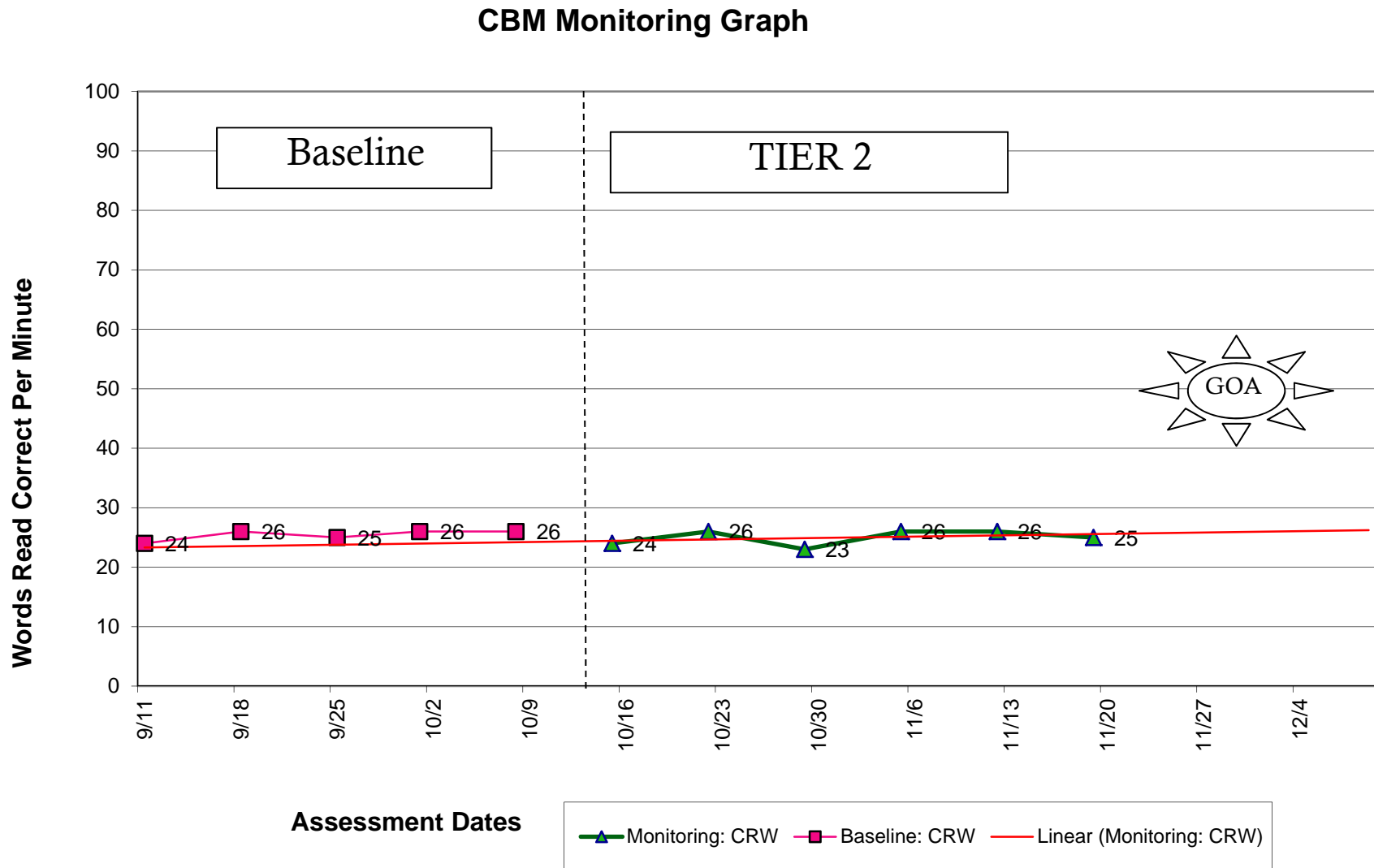
CBM Monitoring Graph

Implementation Plan
Focusing on the Active Ingredients

- Delivering an effective intervention is like a good cooking recipe that involves multiple ingredients

- An ingredient is a component of a product that helps achieve its desired outcome

- Single ingredients represent necessary features of the recipe but insufficient alone to produce the desired outcome

IMPLEMENTATION MAP

Intervention Selected:
- Performance-Based Intervention
  - Check in/Check Out

Intervention Facilitator:
- School Counselor
  - Mark Cook

Active Ingredients of Intervention:
- Assignment of an adult mentor who the student likes and is willing to meet with
- Mentor provides unconditional positive regard and encouragement to the student (mentor does not get involved with discipline)
- Mentor checks in with the student in the morning on a daily basis to pre-correct problems, make sure the child is ready for the day, and engage in positive interaction/conversation
- Mentor checks out with the student in the afternoon on a daily basis to connect with the student, provide feedback and reinforcement, and offer advice and encouragement
- Point sheet was completed by teachers to serve as a basis for monitoring progress and providing performance-based feedback
- Student receives positive reinforcement for improved behavior (such as, praise, public recognition, access to desired privileges/rewards)
- If willing and able, parents are included and provided with daily point sheet to support their child's behavior in the home.

Baseline Data Collection:
- Date: Oct. 14, 2016
- Who is responsible: Teacher (Sandy Holmes)

Intervention Start Date:
- Date: Oct. 18, 2016

Honing in on the active ingredients

Check in/Check Out Fidelity Checklist

The following are the 7 active ingredients associated with developing and implementing an effective Check in/Check out structured school-based mentoring intervention. For each of the active ingredients below, put a check mark in the ones that have been implemented when delivering this intervention.

○ Assignment of an adult mentor who the student likes and is willing to meet with

○ Mentor provided unconditional positive regard and encouragement to the student (mentor does not get involved with discipline)

○ Mentor <u>checked in</u> with the student in the morning on a daily basis to pre-correct problems, make sure the child is ready for the day, and engage in positive conversation with the student

○ Mentor <u>checked out</u> with the student in the afternoon on a daily basis to connect with the student, provide feedback and reinforcement, and offer advice and encouragement

○ Point sheet was completed by teachers to serve as a basis for monitoring progress and providing performance-based feedback

○ Student received positive reinforcement for improved behavior (such as, praise, public recognition, access to desired privileges/rewards)

○ If willing and able, parents were included and provided with daily point sheet to support their child's behavior in the home.

Total Check in/Check out Fidelity Score (# of ✓/7) = _____ %

Active Ingredient	Fidelity Rating Date			
	10/18	10/24	10/31	11/6
Assignment of an adult mentor who the student likes and is willing to meet with	+	+	+	+
Mentor provided unconditional positive regard and encouragement to the student (mentor does not get involved with discipline)	+	+	+	+
Mentor checked in with the student in the morning on a daily basis to pre-correct problems, make sure the child is ready for the day, and engage in positive conversation with the student	+	+	+	+
Mentor checked out with the student in the afternoon on a daily basis to connect with the student, provide feedback and reinforcement, and offer advice and encouragement	+	-	-	+
Point sheet was completed by teachers to serve as a basis for monitoring progress and providing performance-based feedback	+	-	+	-
Student received positive reinforcement for improved behavior (such as, praise, public recognition, access to desired privileges/rewards)	+	+	+	-
If willing and able, parents were included and provided with daily point sheet to support their child's behavior in the home.	N/A	N/A	N/A	N/A

Meeting Phase
Reviewing Data to Make a Decision

- Schedule meeting prior to beginning the implementation of the intervention

- Gather data while the intervention is being implemented

- Prepare data to be consumed by team to drive a decision

- Assign roles and create a structured agenda to ensure the meeting runs efficiently

Teaming Logistical Issues

- **Team membership (the who)**
  - Administrator, school psychologists, counselors, social workers, gen. ed teacher, sped teacher, behavior/cultural specialists
- **Team roles (the who does what)**
  - Facilitator, note taker, time keeper, case managers, and processor
- Frequency of meetings (the when)
  - Once every week or every other week
- Length of meetings (the how long)
  - 45 to 60 minutes
- Number of students discussed per meeting (the focus)
  - Students must have at-least 4 progress monitoring data points to evaluate RTI

Agenda of Meetings

- Spend 3-5 minutes per student
- Steps to meeting:
  - Case facilitator presents the student, describes current supports being implemented, and the fidelity of implementation (1-2 minutes)
    - Implemented with fidelity
    - Student attended school to receive intervention
  - Case facilitator passes out the progress monitoring graph and each team member reviews data (1 minute)
  - Each team member makes their own data-based decision (1 minute)
    - Maintain, modify, lessen, or intensify supports
  - Place student in one of the decision piles
    - Maintain, modify, lessen, intensify, or reconciliation

Meeting to Make a Data-Driven
FIDELITY DATA

PROGRESS MONITORING

	Sufficient Fidelity	Insufficient Fidelity
Positive Response	**Maintain or Exit** Maintain Intervention, Begin Fading Intervention, or Exit Student Progress	**Improve Fidelity or Exit** Improve Fidelity of Implementation, Exit Student from Progress
No Response	**Change Intervention** Select a different intervention, Consider a more intensive intervention	**Improve Fidelity** Improve Fidelity of Implementation